

Grade Level/Subject: 4 Unit: Close Reading

Phoenixville Area School District Understanding by Design Template

| Stage 1 Desired Results | | |
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| <p>Overarching PA Core or National Standards:</p> <p>E04.A-K.1.1.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E04.A-K.1.1.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>E04.A-K.1.1.3</p> <p>Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's</p> | <i>Transfer</i> | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond. • Develop the life-long habit of reading across genres for enjoyment and knowledge/learning. • Read closely and analytically to comprehend a range of increasing complex literary and informational text. | |
| | <i>Meaning-Making</i> | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. | <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>What is this text really about?</p> <p>How do readers know what to believe in what they read, hear, and view?</p> <p>How does interaction with text provoke thinking and response?</p> |

| Knowledge and Skills Acquisition | | |
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| <p>thoughts, words, or actions).</p> <p>E04.B-K.1.1.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E04.A-C.3.1.1</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>E04.B-C.3.1.1</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p> | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Reading with an attentiveness to detail can spark ideas about a text. • Close reading merits special attention to parts of a text including characters, setting, plot, etc. • Various types of evidence can be used to support ideas about a text. • Readers seek out patterns in their books or short stories, using those patterns to develop ideas about the story’s theme or message. • Readers find evidence to support their claims by studying the choices authors make in their texts. • Readers notice the similarities and differences between texts and analyze patterns and ideas. <p>VOCABULARY: -Analysis, argument, author’s point of view, central idea/message, claim, compare/contrast, inference, main idea, theme,</p> | <p><i>Students will be skilled at...</i></p> <p>-Quoting specific parts of text to support their ideas.</p> <p>-Use examples and details from the text to explain Inferences drawn from their reading.</p> <p>-Able to use what the author says to support particular points (given, or implied) in the text.</p> <p>-Identify themes developed in the text, taken from details and evidence from the story, myth and/or piece of literature.</p> <p>-Compare and contrast ideas and patterns between more than one text.</p> |

Stage 2 – Evidence

| Evaluative Criteria | Assessment Evidence | |
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| <p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Students will close read a passage and complete a chart including evidence of a deep analysis of the text based on question. The chart will include textual evidence, explanation, and analysis of the evidence. -Students will use this information gathered in the TDA Evidence Chart to write an essay. This essay will assess the students’ ability to make inferences and draw conclusions from reading. Also, show how they answer a question using textual evidence to support the answer including a deep explanation and analysis of the evidence. | <p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Students can highlight text evidence in small group with teacher -Give students a graphic organizer to fill out and transfer to draft/essay form. |
| <p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> | <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> -Conferencing notes, Oral questioning | <p>Differentiation Considerations:</p> |